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PROJECT SPRINGBOARD, A PROJECT ABLE PROGRAM CONDUCTED AT THE MONTGOMERY STREET AND GRAND STREET ELEMENTARY SCHOOLS. FIVE YEAR REPORT, 1961-1966.

NEWBURGH CITY SCHOOL DISTRICT, N.Y.

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THIS REPORT DESCRIBES A 5-YEAR PROGRAM IN A NEW ELEMENTARY SCHOOL SERVING A DISADVANTAGED POPULATION. FROM THE OUTSET THE PROGRAM HAS AIMED TO RAISE ACHIEVEMENT LEVELS, ENCOURAGE ABLE STUDENTS TO CONTINUE THEIR EDUCATION, OFFER CULTURAL ENRICHMENT, ENHANCE PUPIL SELF-IMAGE, REDUCE PSYCHOLOGICAL AND EMOTIONAL PROBLEMS, INVOLVE PARENTS IN THE SCHOOL'S EDUCATIONAL EFFORTS, AND PROVIDE THE USE OF THE SCHOOL AS A COMMUNITY CENTER. FEATURES OF THE PROGRAM HAVE BEEN THE USE OF A FULL-TIME GUIDANCE COUNSELOR AND REMEDIAL READING SPECIALISTS, "BASIC HELP" CLASSES FOR SEVERELY DEPRIVED STUDENTS, A PLAN FOR READING CLASSES AT FOUR DIFFERENT LEVELS, AND AFTER-SCHOOL AND EVENING PROGRAMS. OTHER ACTIVITIES HAVE INCLUDED EDUCATIONAL TRIPS, TUTORING, A SUMMER PROGRAM, A PROGRAM IN WHICH STUDENTS LEARN TO PLAY ON A SCHOOL-OWNED MUSICAL INSTRUMENT, INSERVICE TEACHER TRAINING, AND THE USE AND DEVELOPMENT OF SPECIAL MATERIALS. THE EFFECTIVENESS OF THE PROGRAM HAS BEEN EVALUATED IN TERMS OF THE IMPROVED STUDENT ATTITUDES AND BEHAVIOR, INCREASED ATTENDANCE, AND IMPROVED INTELLIGENCE QUOTIENT AND ACHIEVEMENT TEST MEDIAN SCORES. THE PROGRAM HAS RAISED TEACHER MORALE AND DECREASED THE TURNOVER RATE, AND HAS IMPROVED HOME-SCHOOL RELATIONS. SINCE 1965, ANTIPOVERTY FUNDS HAVE ENABLED THE EXPANSION AND EXTENSION OF THE PROGRAM. THE REPORT CONTAINS TABLES WHICH ANALYZE THE ACADEMIC GROWTH OF THE STUDENTS AS MEASURED BY STANDARD ACHIEVEMENT TESTS. (NH)

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CITY SCHOOL DISTRICT NEWBURGH, NEW YORK

PROJECT SPRINGBOARD

FIVE YEAR REPORT

1961 - 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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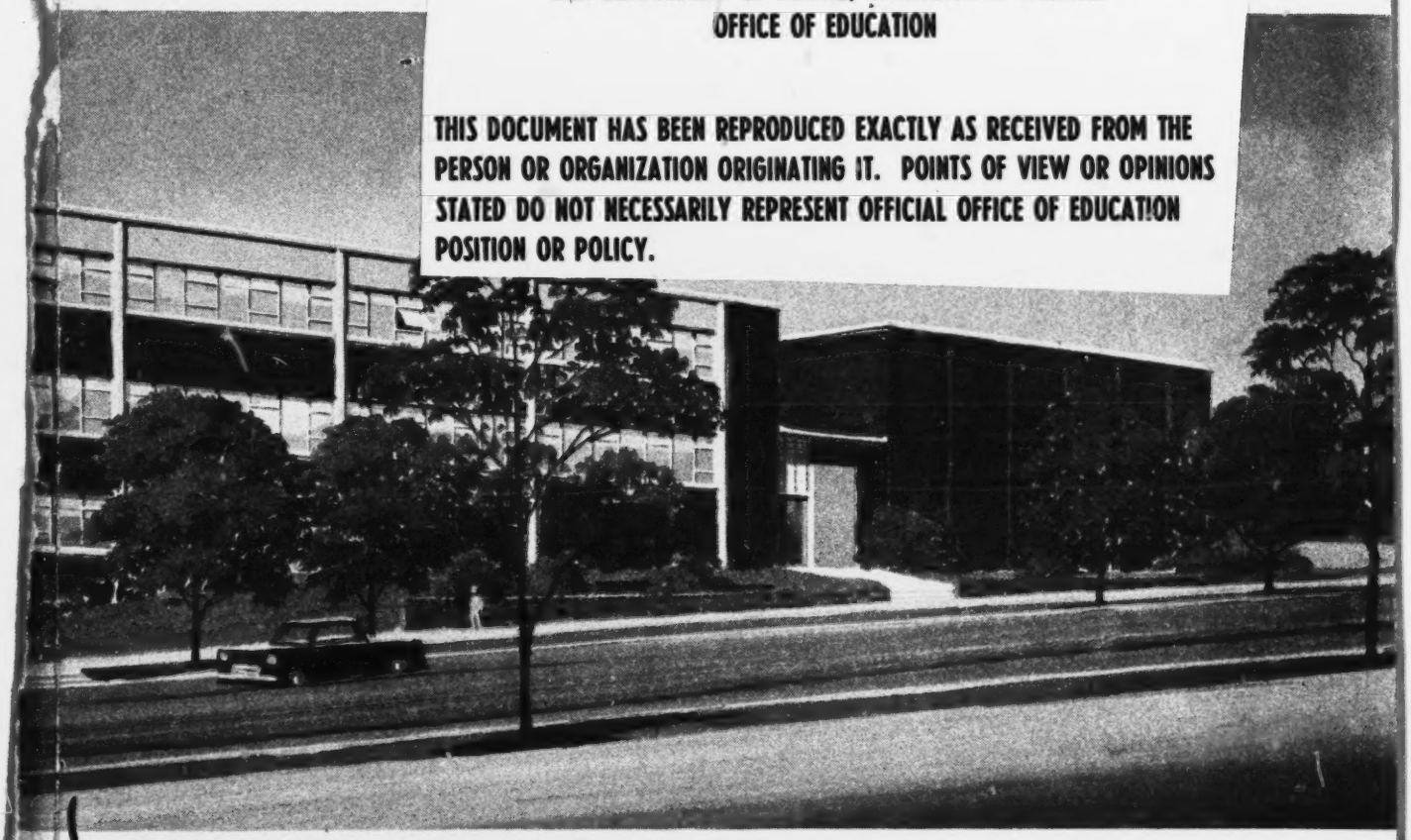

A Project ABLE Program

Conducted at the

MONTGOMERY STREET and GRAND STREET

Elementary Schools

in cooperation with the

Bureau of Guidance, New York State Education Department

VD 004 SP5

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FOREWORD

In these days of social, economic, and political change, it is a mark of real achievement for a Board of Education and its superintendent of schools to have assembled an individual school faculty and administration truly alert and concerned about the needs of its constituency and professionally competent to deal with the problem. This is a record of one school faculty's efforts and achievements in dealing with these problems. The Board of Education recognized the needs as described to them, did their best to provide the resources needed, and gave full freedom and support to a competent and dedicated school principal and faculty to apply their professional abilities to the multiple problems involved.

No one solution has been found for these multiple problems of this type of urban school. Each innovation made its contribution, but it is clearly evident that it is the totality of the effort on the part of all concerned - teachers, pupils, and parents - and of all the methods employed that makes the difference.

For five years special Project Able state funds were available. Since then the project has been carried on almost entirely by local funds. But money, while necessary, is not the major ingredient in this effort. That ingredient is a two-fold action and reaction: the dedication and willingness of the staff to "go the second mile," and the corresponding response in increased motivation and accomplishment on the part of the pupils and parents involved.

The Board of Education and its superintendent are proud to be a part of this effort.

Harold Monson

PROJECT SPRINGBOARD

Background of Community

During the decade from 1950 to 1960, the neighborhood served by the Grand Street and old Montgomery Street Schools experienced a rather rapid change, similar to that experienced in older sections of urban centers in many parts of the North. The change was characterized by a gradual deterioration of dwellings, an exodus of middle-class whites to other parts of the community and to the suburbs and an influx of poor families, predominantly negroes from the rural South, seeking a better existance.

By 1958, the problem had become particularly acute. An almost complete turnover of school population had taken place. Classes had become overcrowded and the total number of classes needed could not be accommodated in the existing buildings. It was necessary to send 5th and 6th grade groups to other schools where space was available.

The space problem, however, was minor compared to the problems posed by the overwhelming number of disadvantaged children who now made up the school population. The school curriculum and program which had served so well for a long period of time had become inappropriate and ineffective for the new pupils. Despite the efforts of the staff, achievement levels not only dropped seriously below grade level but regressed from year to year. Cases of social and psychological maladjustment increased. Disciplinary problems and acts of hostility became a major concern of the administration. Teacher morale weakened; replacements resisted appointment to the "difficult" school.

Meanwhile, the local municipality had made some effort to improve housing in the neighborhood. An 86-unit public housing structure, the Bourne Apartments, was completed and occupied in 1954. Also, at about this time an Urban Renewal Program, The Water Street U. R. Program was begun, in a rather limited area. By 1962, relocation and demolition had been accomplished but no new dwellings had been erected. In 1963 this plan was dropped and a broader program, the East Side Urban Renewal Program covering about 60% of the Grand-Montgomery attendance area, was conceived and has progressed up to the planning stage at the present time.

In the 12 years from 1954 to 1966, not one single new dwelling unit was erected in the school attendance area, except those made available

by the sub-division of existing apartments which, actually caused further over-crowding and a reduction in the quality of housing, thereby contribu- to the problem rather than alleviating it. In effect, the resources and capability of the municipality were not sufficient to cope with the rapidly accumulating neighborhood problems including those associated with housing.

Some community agencies such as the Community Workers Association were making valiant efforts to provide much needed social and recreational activities within the area. Church groups also were making valuable contributions. In all instances, however, staff and resources seemed to be inadequate in the face of the magnitude of the problem.

In designing a program to fit the unique educational needs of the pupils, the school could, therefore, not rely on any significant improvement in the out-of-school influences which were so apparently detrimental to the in-school learning process. It had to consider these neighborhood circumstances, however, and bring its influence to bear, through pupils, parents and in cooperation with community agencies, to affect improvement insofar as its resources would permit.

Planning the Program

In view of the overcrowding within the school, it was obvious that a necessary first step would have to be the erection of new and larger facilities. A new Montgomery Street School was planned in 1958 and a bond issue was passed in the following year, with a projected opening date of September 1961.

In the two years prior to the planned opening date of the new school, the administration and staff set about the task of planning Project Springboard.

Under the direction of the superintendent and the building principal, a series of meetings and consultations were held to identify problems, examine procedures, techniques and activities which might prove useful. Those involved in the planning included members of the central office staff, the elementary principals council, directors of special subjects, classroom teachers and representatives of community agencies. Parent groups were informed and citizens consulted.

A number of problems affecting pupils were readily apparent. Among the more obvious were:

1. Serious cultural deprivation.
2. Poor educational preparation of pupils entering from out-of-state schools.
3. Low self-image and hope for the future.
4. Poor language development.
5. Physical deprivation.
6. In general, and probably a consequence of the above a serious retardation in achievement levels.

Designing a program to overcome these and other deficiencies and, at the same time, accomplish the accepted basic objectives of the elementary school program was, indeed, a formidable task. In addition, looking elsewhere for established successful solutions to similar school problems seemed to be fruitless, since in 1959 most school districts had not begun to cope with the problem and except for programs such as the Higher Horizons Program in New York City and some efforts in other larger cities, there was little which could be referred to.

The Springboard program planning was completed in the Spring

of 1961. It was a cooperative effort, incorporating the suggestions of many of those who participated in the planning. It was ready to be integrated with the regular elementary program when the new school opened in September 1961.

Emphasis on individual pupil counseling was an obvious need.

Objectives of the Program

In the original Springboard Proposal, the following were listed as objectives on which special emphasis would be placed:

1. Raising the "sights" of all pupils with respect to their ability to achieve.
2. Identifying and encouraging pupils with special abilities to make the most of their potential and making them aware of educational opportunities on the secondary and higher education levels.
3. Providing some of the cultural experiences lacking in the home environment.
4. Reducing the number of cases of psychological and emotional maladjustment.
5. Raising the overall achievement level.
6. Providing a program of parent information and consultation to make them more fully aware of their responsibilities with respect to the education of their children.
7. The use of school facilities as a community educational and cultural center.

Except for minor changes at various times, these objectives were pursued consistantly during the five project years.

Main Aspects of the Program

The Project Springboard Program sought to attain the objectives listed above by providing additional services and activities, utilizing different teaching approaches and techniques and by modification of the existing elementary program. It was intended to be comprehensive; that

is, all of the pupils enrolled would benefit in some significant way from various portions of the program. While certain groups were selected to participate in specific activities, there was no "project group," as such.

The full program as conceived in the original proposal was instituted during 1961-62, the opening year of the new school. The various features of it, as outlined below, were maintained for the full project period ('61-'66).

Pupil Guidance

A full time guidance counselor was added to the staff to provide the special assistance needed in individual pupil counseling. His primary function was to assist the teachers in dealing with cases of social or emotional maladjustment which could not be handled in the classroom effectively.

As time permitted and as the program developed, it was hoped that the counselor could turn to positive and preventive activities such as:

a. planning and conducting group programs particularly for the intermediate grade pupils designed to encourage a fuller appreciation of the educational opportunities afforded in the community.
b. working with pupils who demonstrate capability and leadership qualities and inspire them to seek higher goals.
c. administering special tests and making individual case studies.
d. assisting with evaluation processes.
e. assisting with parent information and consultation.

Remedial Reading

It was apparent that a major effort had to be made in the teaching of reading and language arts. A reading specialist was added to the staff to provide the extra assistance needed in this area.

The duties of the reading specialist were to, (1) help identify pupils with special reading problems and carry out a scheduled program in remedial and corrective reading, and (2) assist classroom teachers in upgrading reading methods and techniques.

The emphasis was placed on working with pupils in Grades 2 and 3 initially. Children whose reading level seemed to be significantly below their general capability, were given preference.

Basic Help Classes

Four "Basic Help" classes for severely deprived primary grade youngsters were created. These classes were limited to 15-20 children whose I.Q.'s ranged from 75 to 90, along with pupils of higher ability who were temporarily retarded.

The purpose of the program was to provide more individual attention and to permit pupils to make continuous educational progress at a slower pace. Most of these pupils would normally "fail" in Grade 1 or 2 and become discouraged.

Teaching materials and techniques were modified and adapted to the capabilities of the pupils involved. For example, suitable devices and aides were obtained. Grade level standards were modified in such a way as to permit these pupils to complete the equivalent of grades 1, 2 and 3, in four years if necessary.

Pupil progress was evaluated periodically and provision for changing pupils from slow groups to regular groups, or the reverse, was made.

Reading Plan - Intermediate Grades

In Grades 4, 5 and 6, classes were grouped heterogenously. It was decided that for most instructional purposes this arrangement would be best.

This type of organization posed problems in reading since pupils must work at their own level of skill and comprehension, and in some classes the range of reading levels was unusually wide.

The remedial and corrective reading program conducted by the reading specialist reinforces the regular classroom developmental program.

To help overcome this problem a "regrouping for reading" plan was adopted, whereby the four sections in each grade were regrouped according to reading ability and reading classes at four different levels were established in each grade.

The first hour each morning was set aside as the reading period and each teacher assumed the responsibility for one of the teaching groups. No other activity was allowed to interfere with the reading period at any time. Teachers in each grade worked as a team in grouping of pupils, selection of materials and in making changes based on evaluations. In effect, an ungraded reading program was provided for. Enrichment was possible in the high groups. The low groups were reduced in size to a minimum to permit a remedial approach.

The After-School Program

The existing elementary curriculum, designed for the "average" child, presupposes, in effect, that children come to school with certain experiences normally provided by the home. This fortunate circumstance was not generally true in the case of the Project Springboard children.

The After-School Cultural Enrichment Program was devised as an attempt to alleviate some of these cultural deficiencies, at least to the extent that the school resources would permit.

An After School Program period from 3 to 4:15 P. M. was instituted for this purpose. Teacher-sponsors selected an activity in which they were particularly interested and conducted the activity for as many after-school periods they felt they could handle successfully. They were paid an hourly rate for their services. Pupils participated voluntarily and selected any activity they wished.

In the early part of 1961-62, the program consisted of Art, Music and Physical Education, primarily. The idea proved so popular, however,

that many other activities such as woodworking, home economics, dramatics and others, were soon added.

This program provided at least one activity per week for well over 400 children in the two schools. The number of sponsored activities increased each year to a total of 40 in Montgomery Street and 16 in Grand Street, during 1966.

Woodworking and knitting are among the many activities provided in the highly popular After-School Cultural Enrichment Program.

The Evening Program

During the five years of the project, the school building was made available each evening, Monday through Friday, for a variety of cultural, recreational and educational activities designed to interest young adults and parents. In actual practice the school facilities were used as a community center for the neighborhood.

Activities included in the Evening Program were:

a. Adult Education Courses such as Basic Art, Sewing, Negro History, Basic Education for Adults and others.

b. A Recreation Program, organized and conducted by the Community Workers Association.

c. An Evening Study Hall for upper Intermediate, Junior High and Senior High pupils, living in the area, under the supervision of a regular classroom teacher.

d. Evening Conference Periods for Parents conducted by the school's guidance counselor for parents unable to consult with the school staff during the day.

e. A Career Guidance Program conducted by the local chapter of the Omega Psi Phi Fraternity, consisting of tutoring, advice and information for high school students, primarily negro, designed to get them placed in colleges.

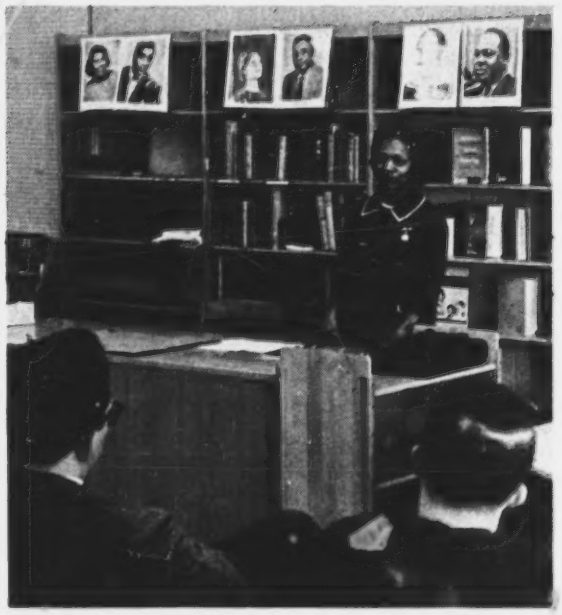
f. A Lay Advisory Committee, consisting of 17 representative citizens meeting monthly to keep informed on the progress of Project Springboard, make suggestions and assist with activities.

g. In general, providing meeting places for educational, cultural and civic groups and where permissable allowing the use of school facilities for informational programs for neighborhood residents.

Other Developments During the Five-Year Period

In addition to the main aspects of the program, there were other considerations, activities and approaches which were utilized from time to time during the five-year period. The following is a description of those which contributed to the broad objectives of the Springboard Program as it developed and retained as part of the overall effort.

Workshop for teachers helped to develop a better understanding of the basic educational problems relating to the disadvantaged.



The New York State Department's Division of Intercultural Relations provided valuable assistance in the selection and use of special materials.

Teaching Climate

Prior to 1961 the morale of the staff appeared to be low and unsatisfactory. It was particularly vital to make a determined effort to improve it in every way possible. Obviously any improvement in the school program was a factor but several specific steps were taken in this connection. For example:

a. Class size was reduced to an average of 25 for regular groups and from 15 to 20 for remedial groups. Also, as an aid in accomplishing this, the attendance areas of Grand and Montgomery were considered as one unit and by shifting pupils between them or by rearranging the number of class sections per grade, the

number of classes exceeding 25 was reduced to a minimum.

b. In order to facilitate the team approach in reading in Grades 4, 5 and 6, meeting time for teachers in each grade, during the school day, was provided by scheduling special subject periods at the same time in that grade, thereby freeing the teachers for consultations as needed.
c. Visits by teachers to other schools with similar problems were arranged and visits by staff members of other schools to Montgomery Street school were encouraged.
d. A professional library of books, magazines and other materials dealing with education of the disadvantaged, was set up in the teachers room.
e. An additional clerk was hired to relieve the teachers of as many clerical chores as possible.
f. Teachers were encouraged to investigate and order special instructional aids. A "Springboard Teaching Materials Order" was added to those normally authorized.
g. The principal and guidance counselor made it a point to respond quickly to requests for assistance by teachers in disciplinary cases.
h. Teachers were encouraged to make their teaching programs flexible, use their own techniques and approaches and experiment where possible.
i. Teacher participation in program planning and evaluation was emphasized.

Educational Trips and Visits by Pupils

In an attempt to broaden the experiences of the pupils an emphasis was placed on educational trips for all classes and visits by special groups to other schools. Additional money for transportation expenses was allocated each year in the Springboard Budget for these purposes. Special groups visiting other schools included music and physical education groups mainly. Visits to the school by pupils from other schools was also encouraged.

Tutoring Program

Beginning with the 3rd year of the Project, a Tutoring Program was conducted as part of the After School Program. This was conceived, organized and conducted by an interested member of the faculty who had special training in remedial reading. Tutors were student volunteers from Mount Saint Mary College, Storm King Prep School and Newburgh Free Academy. The recipients of this assistance were primarily 6th grade pupils and the work was done on a one-to-one basis.

Parent Program

The involvement of parents in the school program was recognized as a very important requirement for the success of the project. The question of how to bring this about was not always easy to solve. Many parents never felt closely bound to schools or school personnel, in general. Others regarded the school as just another authority. For these and other reasons a variety of approaches were used.

The Evening Program has already been mentioned as an effort to interest parents in self-improvement, but their relationship to the school in connection with the progress of their children was most important.

Parents were encouraged to come to the school at any time and for any reason. There were no "visiting hours." Very often, the principal, counselor or special teacher would relieve the classroom teacher to talk with a visiting parent if needed.

The Tutoring Program is carefully coordinated with the pupils classroom work.

The guidance counselor conducted evening conference periods for those parents who could not come during the day. He also made home visits a regular part of his routine. Very often these visits were during the late afternoon and evening. Teachers were not required to make home visits but many did so in order to establish the much needed communication with the home.

All of these were in addition to the usual practices, such as Open-House, P.T.A. programs, Class Night for parents, etc.

Instrumental Music

Early in the program a considerable amount of money was spent to purchase musical instruments in order that the school might loan instruments to all pupils with ability and interest and provide the necessary instruction. In contrast to other school situations, very few parents could afford to purchase instruments. This program was developed to a point where a school orchestra could be formed almost entirely from pupils who had received instruction in school. At the end of the five year period, there were three orchestra groups, - 5th grade, 6th grade and combined group. The instrumental program continued during the summer as part of the Springboard Summer Program.

The Summer Program

In line with the policy of using the school facilities to the maximum extent possible, some activities were continued through the summer months, namely:

1. Remedial programs in reading and speech, along with special programs in music and woodworking. This program gradually expanded to the point where, with the assistance of funds from the State's Summer Migrant Program, over 150 pupils are included for a five weeks program.
2. A Summer recreation program using the school's playground and supervised by the Community Workers Association. The playground is now open to children of the neighborhood, all

summer and also during late afternoon and evenings during September and October.

Activities for the More Capable Pupils

Special efforts were made by the counselor and teachers to motivate the more able pupils and provide suitable opportunities and experiences by which their talents could be developed. Among extra-curricular activities, two proved to be quite successful:

1. The Student Council, organized with selected pupils in Grades 4, 5 and 6. One of the activities of the Council was the operation of a Student Court together with the School's Safety Patrol. The Court heard cases involving minor "infractions of the school rules," and in general, impressed violators with the need for proper social behavior.
2. A school newspaper, "Montgomery Headlines." This was a fairly complete organization consisting of reporters, editorial writers, home room representatives, etc. For the past three years, several issues per year have been produced and copies distributed to all pupils.

In-Service Teacher Training

When Project Springboard was first introduced, there were relatively few opportunities for teachers to obtain special training in teaching the disadvantaged. Some assistance was available through Project ABLE Conferences arranged by the Bureau of Guidance, State Education Dept. Most teachers had to acquire the necessary skills and understandings through first hand experience.

During the past two or three years, however, due to the tremendous surge of interest in this area of education and the impetus provided by Federal Programs, many more opportunities have become available and the Grand-Montgomery Staff has responded actively to these opportunities.

The Newburgh School District sponsored two major in-service workshops for professional personnel during this period. The first was the "Conservation of Talent Workshop" for elementary teachers, held at Montgomery Street School in October, 1964 with the assistance of Project ABLE funds. The second was the "Workshop on Education for the Disadvantaged," held at Newburgh Free Academy, in March 1966, for all members of the public and parochial school staffs. E.S.E.A. funds were used in this instance.

Special Teaching Materials

Another result of the increased concern in recent years of problems relating to teaching the disadvantaged, has been the appearance of many materials particularly designed for these children. The Springboard Staff welcomed these materials and selected many for regular use in the classroom. Typical of those used were the Detroit Readers and the Bank Street Series. The Staff also incorporated many of the suggestions included in the Handbook of Intergroup Materials, Grade 4, 5, 6, produced by the Division of Intercultural Relations, N. Y. State Education Department.

The school also produced and used some materials of its own. Color slide units of the neighborhood and of the school activities proved useful. A mimeographed booklet, "Famous Negroes, Past and Present" consisting of a series of essays written by the children was produced in quanity and is still being used.

Expansion of the Springboard Concept - Federal Programs

Many beneficial results of the Springboard Program were noted as

Practically all musically talented intermediate grade youngsters who are interested have the opportunity to receive instruction on school instruments.

early as the end of the first year in Grand and Montgomery Street Schools. This encourarged the introduction of some of its practices in two other elementary schools with growing numbers of disadvantaged children, the Washington Street and Broadway schools. The After School Program, primary grade basic help classes, and emphasis on educational field trips were added to the program in these two schools.

During the summer of 1965, the District participated in the Project Headstart Program under the Federal Anti-Poverty Program. 60 pre-school children selected from the Grand-Montgomery area, participated in an 8-week program held at the Montgomery Street School.

Also, during the summer of 1965, a 5-week remedial program for migrant children was conducted, in cooperation with the Bureau of Elementary School Supervision, N. Y. State Education Department, aided by Anti-Poverty funds. This consisted of six primary classes at Montgomery Street School and six intermediate classes at the Gidney Avenue Memorial School. An expanded 1966 summer program included 11 primary classes at Montgomery Street and 8 intermediate classes at Gidney Avenue School. Very small classes and the use of teacher aids made it possible to provide almost completely individualized instruction in language arts and math.

The Elementary and Secondary Education Act has permitted a further extension of the Springboard approach during 1965-66. Programs conducted under the Act included: (1) A Kindergarten Teacher Aide Program in Grand, Montgomery, Broadway and Washington Street Schools as a follow-up to the summer Headstart program, (2) the employment of Liaison Teachers in Broadway and Washington Street, to improve home-school relations and individual counseling services and (3) a Project Career Program designed to encourage and assist negro high school students to enter college.

School Population Served

The total number of pupils served by the Springboard Program from 1961 to 1966 is shown in the chart below. The ethnic composition over the

five year period averaged as follows: non-white - 88%, Puerto Rican - 2%, white - 9%. Enrollment figures represent combined totals for the two schools, although Grand Street was used as a primary grade unit due to the lack of special facilities.

Five-Year Enrollment Totals - Grand-Montgomery

	Kdg.	Gr-1	Gr-2	Gr-3	Gr-4	Gr-5	Gr-6	Total	Total - Sections	Ave. Class Size
1961-62	158	171	123	144	104	115	100	915	39	23.4
1962-63	181	179	134	125	125	99	98	942	40	23.5
1963-64	194	184	146	132	120	113	82	971	41	23.7
1964-65	169	217	159	139	122	110	96	1012	42	24.0
1965-66	168	185	168	129	121	105	91	967	43	22.5

Description of Grand-Montgomery Teaching Staff

Number and Positions (1965 - 66)

2 Principals	1 Nurse Teacher
½ Administrative Interm	1 Instrumental Music Teacher
1 Guidance Counsel	1 Librarian
1½ Vocal Music Teachers	1 Reading Specialist
2 Art Teachers	40 Classroom Teachers
2 Physical Education Teachers	53 Total

Years of Experience (1965 - 66)

1 - 5 years	6 - 15 years	over 15 years
23	17	13

Training (1965 - 66)

Less than 4 years	Bachelor's Degree	Masters Degree or Bachelor's plus 30	Masters Degree - plus
3	28	9	13

Evaluation of the Program

A variety of observations and data were used over the five year period in assessing the results of Project Springboard. Most of these are evaluations which are normally obtainable in the average school situation. The program was not conceived nor organized as a research project. The primary concern was meeting the problems in the local situation.

Included are subjective analyses by the staff, attendance records, standard test data, observations of pupil behavior, personal appearance and change in aspirations, observations of parent attitudes and the reaction of the community at large.

The following is a summary of the more significant gains and desirable changes accomplished.

Pupil Response

One of the most gratifying results of the program has been the marked improvement in pupil behavior and attitude. Acts of hostility and defiance were sources of major concern in the pre-project school. The number of pupils exhibiting these tendencies in the school situation has been reduced to a minimum. Although one cannot take good behavior on the part of students for granted, it can be said that students appear to exhibit an improved attitude toward the teacher and the school.

Pupils have improved considerably in personal appearance and dress. This improvement is readily apparent to staff members and visitors who have been familiar with the school situation since 1958. This is undoubtly a reflection not only of the improved self-esteem on the part

of the pupils but may also be an indication of the improved attitude of the parents.

Another indication of the fine rapport which has been established with the pupils is the small incidence of damage or defacement of the school building and property, compared to the previous situation. This school administrator can well remember the time spent in 1959 and 1960 tracking down the disgruntled pupils who elected to show their disdain by writing choice phases on the basement walls or in investigating other similar misdeeds. This is no longer an abnormal concern. Similarly the Superintendent of Buildings and Grounds reports that the cost of replacing broken windows in the old school was among the highest per school unit. At present it is among the lowest. These and other indications reveal a wholesome pride in the school which has developed among the pupils.

Of greatest significance, of course is the response in the classroom. Teachers have consistantly reported an improvement in effort, interest, cooperativeness, and aspiration level.

In short, there can be no doubt that Springboard has achieved its objectives in the area of improving pupil outlook, attitudes and aspirations.

Attendance

Another indicator of increased interest in school has been the improved attendance, as shown by the following chart:

ANNUAL PERCENTAGES OF ATTENDANCE

	1960-61	1961-62	1962-63	*1963-64	1964-65	1965-66
Project School	93.1	95.4	94.5	94.3	96.0	95.6
Entire District	93.9	94.1	93.8	94.1	94.5	94.5

*The City School District consolidated with eight suburban districts beginning with the 1963-64 school year.

This interest was also quite evident in the After-School Program where attendance was voluntary. About 65% of the eligible pupils (Grade 2-6) participated in at least one activity per week. The problem was in accommodating all who wanted to remain rather than getting them to do so.

Intelligence Test Results

Group Intelligence Tests were given to all pupils in Grades 2, 4 and 6. Median I. Q's for six successive years are tabulated below.

	Grade 2 (California Test of Mental Maturity)	Grade 4 (California Test of Mental Maturity)	Grade 6 (Otis Beta)
1960-61	93	96	92
1961-62	97	97	95
1962-63	99	103	95
1963-64	99	101	97
1964-65	93	(not given)	96
1965-66	94	(not given)	98

In general the I. Q. medians seem to improve. The Grade 2 and Grade 4 tests are comparable and when Grade 2 medians are compared with the median for the same group two years later as 4th graders, there appears to be a rise of from 4 to 10 points. Otis Beta scores are generally lower than the California for all groups and cannot be compared with the California scores. Considering just the Otis there is an increase from 92 to 98 in the six successive Grade 6 groups tested.

Achievement Test Results

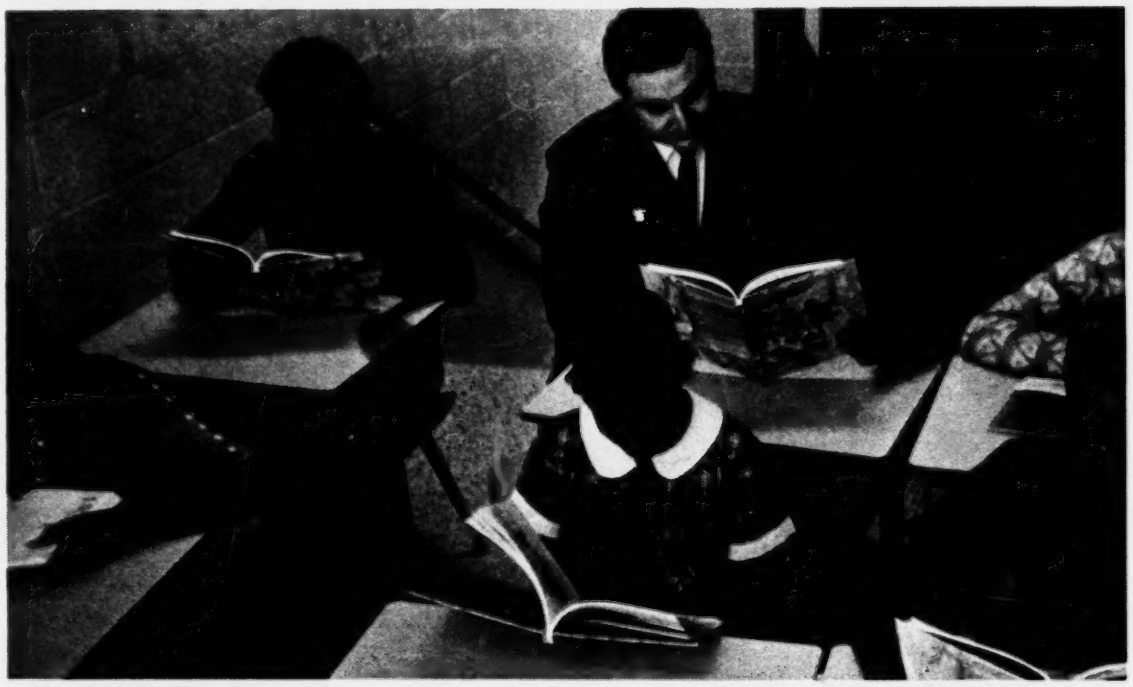
The Metropolitan Reading Readiness Test is normally administered to all Kindergarten pupils. Median percentiles for six years are tabulated.

TABLE I

Date Given	School Percentile Median	Standard Percentile Median	Percentile Deviation From Norm
June 1961	39	50	-11
June 1962	45	50	- 5
June 1963	30	50	-20
June 1964	31	50	-19
June 1965	43	50	- 7
June 1966	47	50	- 3

While there are wide fluctations evident, the June 1966 results are encouraging. 60 of the pupils in this group participated in Project Head-start during the Summer of 1965 and for the last four months of the year, kindergarten teachers were assisted by a teacher aide.

The standard tests administered to Grand-Montgomery Grade 1-6 pupils followed the district-wide program. Unfortunately there were several changes during the Springboard period which reduced the number of comparisons available. Basically the school system relies on the Iowa Tests of Basic Skills given in January and the Stanford Achievement Battery, given in June. Complete tabulations for these follow. All pupils, including those transferring in and those in basic help classes are included.



The Springboard Language Arts Program has been further strengthened by the addition of a Reading Resource Teacher, made possible through Title I, E.S.E.A.

TABLE II

Stanford Achievement Test (Old Form)

Battery Medians

	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
June 1961	2.1	2.4	3.5	4.4	5.5	5.4
Standard Median	1.9	2.9	3.9	4.9	5.9	6.9
Deviation from Norm	-2	-5	-4	-5	-4	-15
June 1962	1.9	2.9	3.8	3.9	5.5	5.8
Standard Median	1.9	2.9	3.9	4.9	5.9	6.9
Deviation from Norm	0	0	-1	-10	-4	-11
June 1963	1.9	3.0	3.8	4.2	4.8	6.0
Standard Median	1.9	2.9	3.9	4.9	5.9	6.9
Deviation from Norm	0	-1	-1	-7	-11	-9

These results show an improvement in the first two years of the Project. 6th graders entering junior high school in 1963, for example, were achieving much better than previous 6th grade groups.

TABLE III

Annual Growth - Stanford Achievement Test (Old Form)

The following table compares the median score of a given grade group as shown in Table II with that of the previous year by the same group. Growth for one year can thus be shown.

	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Average Annual Growth
1962 Median	2.9	3.8	3.9	5.5	5.8	
Previous Grade Median - 1961	2.1	2.4	3.5	4.4	5.5	
Growth in months	8	14	4	11	3	8 mos.
1963 Median	3.0	3.8	4.2	4.8	6.0	
Previous Grade Median - 1962	1.9	2.9	3.8	3.9	5.5	
Growth in months	11	9	4	9	5	7.8 mos.

TABLE IV

Stanford Achievement Test (Revised Form)

Battery Medians

	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
June 1964	1.7	2.4	3.2	3.7	4.6	5.0
Standard Median	1.9	2.9	3.9	4.9	5.9	6.9
Deviation from Norm	-2	-5	-7	-12	-13	-19
June 1965	1.7	2.2	2.9	4.1	4.9	5.6
Standard Median	1.9	2.9	3.9	4.9	5.9	6.9
Deviation from Norm	-2	-7	-10	-8	-10	-13
June 1966	1.7	2.5	3.0	3.8	4.9	5.4
Standard Median	1.9	2.9	3.9	4.9	5.9	6.9
Deviation from Norm	-2	-4	-9	-11	-10	-15

Medians on the Revised Stanford were somewhat lower than those achieved on the old form but the medians for the District as a whole were correspondingly lower. In other words, the relative position of the project school also remained about the same. Growth rates on the Revised Stanford (Table V, below) compare favorably with those achieved on the old form (Table III).

TABLE V

Annual Growth - Stanford Achievement Test (Revised Form)

The following table compares the median score of a given grade group as shown in Table IV, with that of the previous year by the same group.

	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Average Annual Growth
1965 Median	2.2	2.9	4.1	4.9	5.6	
Previous Grade Median - 1964	1.7	2.4	3.2	3.7	4.6	
Growth in months	5	5	9	12	10	8.3
1966 Median	2.5	3.0	3.8	4.9	5.4	
Previous Grade Median - 1965	1.7	2.2	2.9	4.1	4.9	
Growth in months	8	8	9	8	5	7.6

TABLE VI

Iowa Test of Basic Skills

January 1961	3.1	4.0	5.2	5.7
Standard Median	3.4	4.4	5.2	6.5
Deviation from Norm	-3	-4	-3	-8
January 1962	3.1	3.8	5.0	5.8
Standard Median	3.4	4.4	5.5	6.5
Deviation from Norm	-3	-6	-5	-7
January 1963	3.3	3.7	4.8	6.0
Standard Median	3.4	4.4	5.5	6.5
Deviation from Norm	-1	-7	-7	-5
January 1964	3.2	3.9	4.9	5.6
Standard Median	3.4	4.4	5.5	6.5
Deviation from Norm	-2	-5	-6	-9
January 1965	3.1	4.0	5.0	5.7
Standard Median	3.4	4.4	5.5	6.5
Deviation from Norm	-3	-4	-5	-8
January 1966 *	3.1	3.9	4.9	5.8
Standard Median	3.5	4.5	5.5	6.5
Deviation from Norm	-4	-6	-6	-7

*Converted Scores - Iowa norms were revised in 1966

A Kindergarten Teacher Aide Program, was instituted in 1966 to provide a follow up to the individualized, small-group approach used in Project Headstart.

TABLE VII

Iowa Test of Basic Skills - Annual Growth

The median score of a given group, are compared with that of the previous year by the same group. Medians are taken from Table VI.

	Gr 4	Gr 5	Gr 6	Average Annual Growth
1962 Median	3.8	5.0	5.8	
Previous Grade Median - 1961	3.1	4.0	5.2	
Growth in Montns	7	10	6	7.7 mos.
1963 Median	3.7	4.8	6.0	
Previous Grade Median - 1962	3.1	3.8	5.0	
Growth in Months	6	10	10	8.7 mos.
1964 Median	3.9	4.9	5.6	
Previous Grade Median - 1963	3.3	3.7	4.8	
Growth in Months	6	12	8	8.7 mos.
1965 Median	4.0	5.0	5.7	
Previous Grade Median - 1964	3.2	3.9	4.9	
Growth in Months	8	11	8	9.0 mos.
1966 Median *	3.9	4.9	5.0	
Previous Grade Median - 1965	3.1	4.0	5.0	
Growth in Months	8	9	8	8.7 mos.

*Converted Scores - Iowa norms were revised in 1966.

With regard to the Iowa results it may be significant to point out that the growth rate in the intermediate grades improved from 7.7 months to 8.7 months initially and the improved rate was maintained for the remainder of the five-year period.

General Comments:

In assessing the results of the standard testing program there were some factors in the local situation which should be considered. For example (1) Two programs were introduced in September 1964 which placed additional responsibilities on the staff - the introduction of i/t/a in Grade 1 and 2 and the adoption of the new math in all grades simultaneously, (2) the school did not have the services of a qualified reading specialist during 1963-64 and 1964-65, and (3) the rate of mobility among pupils remained high. During 1965-66 there were 123 pupils transferred in and 166 transferred out. Those coming in are generally more deficient than those transferring out.

With regard to the mobility problem, an interesting test score comparison was made in Grades 4 and 5, between those pupils who had been in the program for five consecutive years and those who had not. In the Table below, those in attendance for the full five years are included in Group "A" and those who had attended schools other than Grand-Montgomery for one year or more in or out of the District, are in Group "B".

TABLE VIII

Pupils Completing Grade 4 in June 1966

	Group "A" (66 pupils)	Group "B" (32 pupils)
Iowa Median - January 1966	4.1	3.8
Stanford Median - June 1966	4.1	3.7

Pupils Completing Grade 5 in June 1966

	Group "A" (59 pupils)	Group "B" (38 pupils)
Iowa Median - January 1966	5.0	4.4
Stanford Median - June 1966	4.9	4.2

It can readily be seen that Group "B" pupils were generally more deficient than those in Group "A".

Considering all factors, the administration has been encouraged with the achievement results to date, compared with those in pre-project years. There was a general improvement early in the project and these gains have been maintained. While it is readily apparent that serious deficiencies continue to exist and the school must continue to exert great effort to bring about further improvement, it is noteworthy that the deficiencies are not as great as before and achievement levels are not regressing, in general.

It is interesting to note the number of instances where entire class groups have progressed a full year or more in one school year. This may not be unusual in "middle-class" schools but with disadvantaged pupils, this represents superlative performances by the teachers. There are instances where individual pupils regarded as slow learners in the primary grades seem to "come out of nowhere" to achieve levels 2 or 3 years above the norm in the intermediate grades.

The gradually improving academic performance on junior high school pupils who were former Springboard pupils is another encouraging sign. More such pupils are being placed in the higher ability groups in junior high school and expected to be successful. A study of this will be made in 1966-67.

Reaction of the Staff

Needless to say, the quality of the teaching statff and the way in which it functioned, had to be a major consideration in the Project. The dwindling morale of the staff during the pre-project years while the character of the pupil population was changing and increasing in numbers has already been described. There was a serious problem of holding teachers or attracting replacements for those who left.

Fortunately, a number of competent, experienced teachers elected to remain and around this hardy core a Grand-Montgomery Staff was gradually developed, a professional group which proved equal to the task.

During the course of the Project, the rate of teacher turnover decreased generally to a point where it now compares favorably with that of the System as a whole.

PERCENTAGE OF TEACHER TURNOVER IN GRAND-MONTGOMERY

1961-62	1962-63	1963-64	1964-65	1965-66	5 Year Average
20%	14%	11%	20%	6%	14%

5 year average for the school system as a whole - 15%

The marked improvement in the overall school situation noted in the very first year, largely the result of the teachers own efforts, gave new encouragement to the staff and spurred further accomplishment, to a point where the morale and esprit de corps is exceptional. The current staff is forward-looking, willing to experiment and eager to seek newer and better solutions to the problem of educating the disadvantaged.

Improvement in Parent Attitude

One of the efforts recognized initially as being vital to the success of the Program was the involvement of parents and the improvement of home-school relations. There are many evidences that the Parent Program has been highly successful and has materially assisted the school in its efforts with the pupils.

While the activities within the Evening Program designed especially for the parents, as individuals, has never been more than moderately successful, those designed to interest and acquaint the parents with the progress of their children produced a very fine response.

For example:

1. P.T.A. attendance in the two or three years prior to Springboard averaged about 25 per meeting. This increased to an average of 60 for the five years of the project. In 1961-62, there were 125 members of the Grand-Montgomery P.T.A., the largest school unit in the area.
2. Special evening performances of school groups such as the May Music Festival attracted an average of 300 parents per performance for the period. The response for other events such as Open-House, Class Night for Parents and Information Programs for Project Headstart were equally well attended.

More important than the statistical evidence is the feeling conveyed by the parents in a variety of ways that they have confidence in the capability of the school to provide a good education for their children, that they understand their role and are willing to cooperate. The number of "irate" parents has diminished and it is much more common now, to

have parents come in or phone in order to get the "correct version" of that incident which happened in class.

Effects on the School Image

It should also be mentioned that one of the important by-products of the school program has been the improvement of the school's image and that of the immediate neighborhood. The program seems to have gained wide acceptance not only by professional educators within the school system but by the community in general. This support has helped the staff to maintain the high level of effort needed in conducting the program.

Cost of the Program

Summary of 5-year Expenditures - Project Springboard

Year	State Aid	Local Share	Total Cost	Cost per Pupil
1961-62	23,183.41	25,616.28	48,799.69	52.76
1962-63	21,600.00	26,366.15	47,966.15	52.08
1963-64	20,131.00	22,824.24	42,955.24	44.42
1964-65	19,000.00	25,983.61	44,983.61	42.84
1965-66	26,613.13	26,843.09	53,456.22	58.10
5 yr. total	110,527.54	127,633.37	238,160.91	
Ave. per yr.	22,151.50	25,526.67	47,632.18	50.04

General Impressions

All those who contributed directly to Project Springboard agree that it has been an unusual challenge, with heavy demands on time and energy but particularly rewarding, as well. The original purpose was a very practical one - that of providing a satisfactory answer to a number of serious problems. But is has gone far beyond that. The measure of success achieved has inspired a definite positive outlook and created a sense of real accomplishment on the part of all associated with it.

In looking back over the past five years, much of the improvement noted can be attributed to some basic premises which have consistently pervaded the overall approach. They may be stated as follows:

1. School programs for the disadvantaged should have the same ultimate objectives as any good elementary program. Special approaches and compensatory activities may be needed in attaining these objectives, but the curriculum should not be "watered down."
2. Disadvantaged pupils have the same inherent capabilities as more advantaged groups. There may be serious deficiencies, but the underlying causes of these deficiencies must be properly understood in order to alleviate them successfully.
3. The educational aspiration of disadvantaged pupils should gradually be raised to levels equal to those of other pupils with comparable capability.

Much of this report deals with the program structure and the various activities provided. These were important, but the spirit, enthusiasm and strong desire to achieve good results on the part of the teachers, cannot be discounted in this, or any other school program.

The Newburgh Board of Education has indicated its desire to continue the full program in Montgomery Street and Grand Street Schools, during 1966-67 and for as long as the basic problem persists. As it continues, it

will not be considered a "fixed" program and, by no means, the final solution to the problem. The intent will be to preserve those elements which have improved the climate for learning and explore further techniques and practices which, it is hoped, may bring a fuller attainment of the objectives, particularly with regard to academic achievement. Also, during 1966-67, elements of the program will continue in two other elementary schools and in the District's two junior high schools where Project ABLE Programs have been approved.

The Board of Education and Administration wish to express their appreciation to the New York State Education Department for its financial assistance through the Project ABLE Program and the Project ABLE Coordinators in the Bureau of Guidance for their very valuable advice and assistance during the five year period, in support of Project Springboard.

PROJECT SPRINGBOARD

Five Year Report

Appendix A

Members of Grand-Montgomery Staff - 1965-66

NAME	POSITION
**Charles Disare	Prncipal
*Walter Millman	Principal
**Richard Germaine	Adm. Int.
**John Reavis	Guidance
**Agnes Finger	Kindergarten
**Charlotte Groff	Kindergarten
**Helen Herth	Kindergarten
Louise Rappleyea	Kindergarten
Grace Cardone	Grade 1
*Lillian Drake	Grade 1
*Eileen Favata	Grade 1
**Mary Fogarty	Basic Help
Maureen McArdle	Basic Help
**Hazel Rice	Grade 1
**Filomena Saponaro	Grade 1
Barbara Shropshire	Grade 1
*Portia Vaughn	Grade 1
**Geraldine Haas	Grade 2
**Anna Hayes	Basic Help
Gesine McGill	Grade 2
**Anne McGough	Grade 2
**Mary Rose O'Herron	Grade 2
**Laura Tierney	Grade 2
Thelma White	Grade 2
Eleanor Balsam	Grade 3
*Marguerite Coleman	Grade 3
Barbara Cox	Grade 3
**Anne Greene	Grade 3
**Marion McDonough	Grade 3
**Alice McKneally	Grade 3
John Czerniawski	Grade 4
Richard Dillon	Grade 4
Sarah Haynes	Grade 4
Georgine Gladstone	Grade 4
*Pearlie Thomas	Grade 4
Thomas Donato	Grade 5
**Dorothy Hines	Grade 5
*John O'Donnell	Grade 5
Ermeline Turner	Grade 5
*Miriam Burmeister	Grade 6
Howard Luper	Grade 6
**Robert Moody	Grade 6
**Joseph Rubino	Grade 6
George Bowles	Phys. Ed.
*Catherine Hammesfahr	Voc. Music
Beverly Howell	Rem. Reading
*Carolyn Kranz	Librarian
**Katherine Landsverk	Nurse Teacher
Elaina Palincsar	Art
*Bernice Patterson	Phys. Ed.
Carmen Sanches	Art
Charlene Shacklett	Voc. Mus. (½)
*Richard Stoneman	Instr. Music

Other teachers not currently on the staff who served 3 or more years in the Springboard Program:

Grace VanDuser	Kindergarten
Joyce Taylor	Grade 1
Kathryn Tiano	Grade 1
Harriet Folts	Grade 3
Victoria Sawyer	Basic Help
Janice Arn	Grade 4
Elizabeth Sovik	Grade 5
Marvin Susskind	Grade 5
Stanley Beckett	Phys. Ed.

**Served 5 years in the Program
*Served at least 3 years in the Springboard

PROJECT SPRINGBOARD

Five Year Report

Appendix B

Members of the Montgomery Street School Lay Advisory Committee, who, by their recommendations and participation in various activities, from 1961 to 1966, made valuable contributions to the Project Springboard Program.

Dr. Bernard Clyman, Chairman
Mr. Floyd Roberts, Chairman
Mr. Joseph Fogarty, Vice Chairman
Mrs. Maria Martin, Secretary
Mrs. Elaine Disnuke, Secretary

Mr. Harvey Burger
Rev. William Burton
Mrs. Vera Gore
Miss Phyllis Hatch
Mrs. Sarah Herod
Mr. Glenn Hines
Rev. Aaron Hoggard
Rev. Frank Jones
Mrs. Juanita Murray
Mrs. Robert Murray
Mrs. James Overby
Mrs. Mamie Page
Rev. William Ridgeway
Mrs. Elton Riley
Mr. Everett Robbins

PROJECT SPRINGBOARD STAFF

HAROLD MONSON, *Superintendent of Schools*

ARTHUR DADDAZIO, *Assistant Superintendent for Pupil Personnel Services*

CHARLES DISARE, *Principal, Montgomery St. School Project Coordinator*

WALTER MILLMAN, *Principal, Grand St. School*

JOHN REAVIS, *Guidance Counselor*

JOSEPH RUBINO, *After-School Program*

ROBERT MOODY, *Evening Program*

RICHARD GERMAINE, *Evening Program*

BEVERLY HOWELL, *Reading Specialist*

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